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Musket

Vol. XVII, No. 7 Lexington High School, Lexington, Mass. May 23, 1994

A contributor and photographer to *Climbing* and *National Geographic*, Ed Webster recently discussed his challenging assignments with Jack Zichetella's photography classes. Webster, a former LHS student, was the first to ascend Mt. Everest on the Kangshung face without oxygen.

Photo by Joe Yoon

LHS Debate Captures National Championship

Lehotsky—Wang Duo Wins U.S. Tournament of Champions in Lexington, Kentucky

by Nick Rose & Andrew Sung

After years of frustration, Lexington was crowned national champion at the annual Tournament of Champions (TOC), held April 22-25 in Lexington, Kentucky. Despite its dominance in other tournaments, Lexington had never gained enormous success at the TOC. Last year, the highly ranked team of Dan Marx and Josh McCarthy only reached the round of eight, the quarterfinals. This year was different. Senior Li-Cheng Wang and junior Steve Lehotsky helped Lexington break the jinx, impressively winning this year's tournament.

The TOC is a tradition-rich tournament that consists of the most qualified national competitors. "The Tournament of Champions is the most important tournament in high school debate," Coach Les Phillips explained. "Lexington has had many great teams in the past ten years, but we've never come close to winning the Tournament of Champions. It's a great feeling to win it at last, and it's a tribute not only to Steve and Li, but to the entire team and to the older debaters who tutored [Wang and Lehotsky] when they were younger."

Unlike other tournaments, paying the registration fee is not enough to gain entrance into the tournament. Each team must qualify to be able to compete. To qualify, a team must finish near the top at two major tournaments during the year. Only 81 teams from the entire country qualified. Lexington, known for its depth, had three qualifiers, as many as any other school in the country. Senior Yvonne Ou, junior Matt Nichols, and sophomores Nick Rose and Alex Roetter joined Wang and Lehotsky as qualifying teams.

Besides the intense qualification process, the Tournament of Champions is set apart from other tournaments by the quality of the competition. Because it is the major tournament at the end of the season, almost all of the top teams in the country attend. Teams from all over the United States, including Georgia, Alabama, Texas, California, New Mexico, as well as those from the entire eastern seaboard diversified the tournament field. Most of the competitors went home disappointed. Wang and Lehotsky went home champions.

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Students Excel at 45th M.I.T. State Fair

by Jason Harris

On April 29-30, fourteen Lexington High School students competed in the 45th annual Massachusetts State Science Fair at M.I.T. A total of 262 exhibitors from across the state competed for $150,000 in scholarships and prizes. In the tradition of past years, LHS students excelled at the fair. All of Lexington's fourteen participants received awards.

Earning first place were: Johanna Bobrow: *The Effects of Sex and Handedness on Spatial Ability* ; Jason Harris: *The Effects of Antioxidants on Oxidative Cell Damage* ; Rupa Mukherjee: *An Examination of Rhizobium Meliloti Mutations* ; Matt Nichols: *Pseudohyphal*

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LEXNET Sues School System Over *Musket* & Yearbook Ads

by Offer Egozy

On April 26, Lexington resident and Chairman of the Lexington Parents Information Network (LEXNET) Douglas Yeo filed suit against the town of Lexington, Superintendent Dr. Jeffrey Young, Principal David Wilson, *Musket* Advisor Sam Kafrissen, Yearbook Advisor Karen Mechem, and the School Committee, alleging a violation of his First Amendment rights of free speech.

The suit stems, in part, from two advertisements that were submitted to *Musket* and the yearbook earlier this year. Each advertisement intends to promote abstinence as the "healthy choice." The ad submitted to *Musket* also tells readers to contact LEXNET for "accurate information on abstinence, safer sex and condoms." The yearbook, which has finished printing, declined to run the advertisement. The *Musket* has yet to make a public announcement on a final decision regarding the ad's publication for this year.

Yeo sought a temporary restraining order that would have forced the yearbook and *Musket* to print the ad. The order was denied in U.S. District Court on April 26. Yeo's case is being represented by the Rutherford Institute, a Virginia based organization that characterizes itself as "an international civil liberties organization defending First Amendment rights of religious persons and families." The Institute has an annual budget of $8 million and has a current caseload of more than 230 suits. One of the Institute's cases is against Chelmsford school officials for allowing a "graphic" sex education program to be presented at its high school.

The Lexington lawsuit claims that school officials have deliberately allowed the proposed ads to be censored by the student staffs because, the suit contends, the officials disagree with Yeo's viewpoint. The suit alleges a pattern of censorship by Lexington school officials. Yeo seeks "compensatory damages" for the irreparable injury caused to him by the school. The advertisements were submitted to the school publications in response to the School Committee's decision two years ago to allow condoms to be available to LHS students.

After the initial decision by the publications' staffs not to run the advertisements, Superintendent Young, speaking for the school system stated, "We stand by our position that the students have absolute control over the content of their publications."

The lawsuit contends that Yeo has a right of access to the publications because they are forums open to the public. Moreover, it states that the suit's defendants have always intended for the advertising sections of the two publications to be public forums for the display of "various types of messages, including social, economic, philosophical, political and religious speech." Craig Parshall, regional coordinator of the Rutherford Institute, asserted, "We believe the decision to give the decision to the students was a sham, a thinly disguised pretext for censoring the ad by passing the hot potato to students, whom the district knew full well would not allow the ad in."

A recent *Boston Globe* news story reported that Lexington residents seem to have reacted against the suit and the manner in which Yeo is handling the case. Several letters, critical of Yeo's position and the funds the lawsuit may drain from the schools, appeared in the May 5 *Lexington Minuteman*.

As of this printing the school system defendants are being represented by the Boston law firm of Testa, Hurwitz, and Thibeault, who have agreed to handle the case pro bono; i.e., free of charge, for the sake of the "principle" involved.

Junior Steve Lehotsky and senior Li-Cheng Wang display some of their debate honors.

Photo by Andrew Sung

Inside

For That One Day...
One of the major goals of the event was to "involve everyone" in both the school and town community in smoking cessation and prevention. Page 3

Who's to Blame?
Terror is the entire squadron of fifty or more seagulls that has chosen to wean its livelihood from food scraps students mistakenly leave for it. Page 5

Finding the Sweet Spot
Boasting a 5-5 record, the Maids are quite confident that they will place as one of the top five teams in the playoffs that will begin May 10. Page 7

LHS representatives to the regional and state science fairs pose for a picture. Two students, junior Matt Nichols and senior Yvonne Ou, made it to the International Science and Engineering Fair in Alabama.

Photo Courtesy of LHS Science Department

HPAC Sponsors Panel on Health Education

by Offer Egozy

What is health education? A May 3 conference featuring three experts in the field tried to answer that question. The Clarke Middle School Auditorium hosted the panel discussion which discussed national, state, and local health programs. Sponsored by the Health Protection Advisory Council (HPAC) of the Lexington Public Schools, the event was part of a week-long "Community Health Week" in Lexington.

Tim Dunn of the Education Development Center in Newton spoke about "Federal Trends in Comprehensive Health Education." J.J. Durham, from the Massachusetts Department of Public Health, discussed "A Public Health Perspective of Health Education." Nancy Coville, from the Department of Education, talked about "Comprehensive Health Education in Massachusetts." Jennifer Wolfrum, director of HPAC, led the discussion.

All three speakers emphasized the need for further research and action into public health problems, specifically school related health problems.

A Center for Disease Control study, cited by Dunn, indicated that, primarily, six behaviors create mortality and morbidity in school-aged children. In order of occurrence, they are poor nutrition, high-risk lifestyles, drug and alcohol abuse, violence, risky sexual behavior and smoking. This data "gives cause for concern." Dunn noted that 30% of children carry a weapon to school and 52% of students have engaged in sexual intercourse by their senior year in high school. Dunn warned against an abstinence-only health curriculum. "We can't keep our heads in the sand," he said.

> The purpose of the program is to "develop a pre-K to 12 curriculum, expand health services, create structures for relationship to increase, and create a health environment for staff and students."
>
> *—Nancy Coville*
> *Department of Education*

Schools, along with public health agencies, must take a more active role in working together to solve school based health problems, the speakers noted. However, "there is an ongoing need for research in the comprehensive school health area—categorical areas have already been researched." Dunn further explained that the school and health sectors have a lot of "hunches and clues," but that more research has to be done.

An emphasis was also placed on community involvement in school health. "Every community can go to utilize services and address problems," Durham noted. She pointed to ten centers in Massachusetts that are achieving these goals and outlined three focal areas that a community based health program should cover: attitudes, knowledge and behavior change.

Also, according to Durham, a community must address three levels of prevention: primary, secondary and tertiary prevention. A program has to stop bad behavior before it starts, interrupt the problem quickly if it does start, and try to prevent the progression of problems that already exist.

Moreover, Durhum claimed that a community must focus on "conditions that exist that contribute to public health problems and conditions that promote good health." The former should be minimized, the latter maximized, corroborated Dunn.

For example, conservation land can be both a risk-generating factor and a protective factor. It can lead to increased recreation activity, and thus more physical fitness, while at the same time provide a place for kids to congregate and have "keg parties."

This forum was funded by a government grant program as part of the cigarette tax increase. The purpose of the program is to "develop a pre-K to 12 curriculum, expand health services, create structures for relationship to increase, and create a health environment for staff and students," Coville explained.

She continued by saying that a curriculum based on substance abuse, nutrition, physical fitness, violence education, and sexuality education would be useful. Also, establishment of social support teams through existing guidance and counseling structures was recommended. Coville concluded, "The more people in the community that are involved with kids, the better off the kids are because of it."

Students Fare Well at '94 Fair

Continued from Page 1

Development and Homeostasis in S Cerevisiae ; Yvonne Ou: *Search for a Low Cost, Environmentally Safe, Road Deicer.*

Second place winners were: Erika Dahlin-Lee: *Computer-Simulated Algorithm for Genetic Selection* ; Jonah Proujansky-Bell: *Identifying Bacteria by Spectral Analysis* ; Michael Tsung: *The Neem Seed as a Natural Pesticide.*

Third place winners were: Lili Anderson: *The Effects of Nitrogen on Calendula Officinalis* ; Offer Egozy: *Whey Proteins: Membrane Separation and Industry Applications* ; Megan Lo: *The Effect of Oxygen on the Radiosensitivity of v79 Cells* ; Yukiko Sekino: *Intergeneric Fusion of Carrot and Tobacco Protoplasts* ; Ying Yu: *Developing a Model Ligand for the Macrophage Scavenger Receptor.*

Emily Sung received an honorable mention for her project entitled: *The Evolution of DNA: Discovering the Trends of Genome Size*

The State Fair was not the first science competition for these Lexington students. Before competing at M.I.T., students participated in the regional fair as well as in LHS' own science fair. The Massachusetts Region IV Science Fair was held in Sommerville on Saturday, March 26. At these regionals, over 300 students competed for forty spots at the State Fair. First place was awarded to Yvonne Ou, second place to Matt Nichols, and third place to Jonah Proujansky-Bell.

As a result of their outstanding performances at the regional fair, both Yvonne Ou and Matt Nichols were awarded the opportunity to compete at the International Science and Engineering Fair starting May 8 in Birmingham, Alabama.

Science fairs offer students the opportunity to explore various scientific fields hands-on. Currently, all honors biology and chemistry students are required to complete an original project as part of their course work. According to biology teacher Margaret Schwartz, science projects are a necessary supplement to the science curriculum, "Since science is a doing type of activity, I think that it is necessary for students to do a project. Just as a musician needs to perform, a scientist needs to do research projects—and present them."

Another advantage of doing a research project is that students get a taste of reality. Project participation allows students a glimpse of scientific careers. This type of knowledge is not obtained from studying a textbook alone. "Doing a project models the real world of science," says Schwartz.

Debaters Win Tournament of Champions

Continued from Page 1

All of Lexington's teams did reasonably well in the preliminary debates. After losing their first round decision to a tough team from Louisiana (a finalist at Lexington's Winter tournament), Wang and Lehotsky proceeded to win their next six debates to qualify for the elimination rounds. Nichols and Ou as well as Rose and Roetter adjusted well to the tough competition and won three of their preliminary debates, respectively. Lexington also fared extremely well in the individual speaking awards. In a field of 162 individual competitors, Lehotsky placed 16th and Nichols 13th, top among juniors at the tournament. Wang received the 4th place speaker award.

In the elimination rounds, Lehotsky and Wang excelled. After easily dispatching a team from Lakeland, New York in the octofinal round, they beat a tough team from Charlotte Latin, North Carolina in the quarterfinal round. In the semifinals, they received a "bye" because the team from Stuyvesant, New York (winners of Lexington's tournament) left because of prior commitments. In the finals, Lexington showed their mettle. They defeated a team from Edgemont, New York by a 4-1 decision.

Lehotsky noted that "the competition was extremely fierce. We couldn't have gotten through it without the help of our coaches Les Phillips, Dan Nexon, and Gabe Fried."

"It is really great that we could maintain a consistent record throughout the year," said Wang. "It was a very nice way to end four years of exhausting work. Our win is a reflection of Les Phillips' coaching talent and amazing commitment to his debaters."

Sophomores Amy Porter, Katherine Himmel and Petra Hagenah work together on a composition.

Photo by Andrew Sung

News Briefs

Senate Passes Group Candidacy Bill

• During its April 13 meeting, the Student/Faculty Senate passed a Group Candidacy Bill that states, "All elected positions at Lexington High School will be filled by one person per position. Pairs or teams of candidates for a single position will not be allowed." Principal Wilson signed the legislation, which will go into effect next year. The impetus for the bill's drafting were this year's campaigns that had candidates running in pairs.

Workshop Focuses on "Stress in the '90's"

• An interactive workshop on the impact of stress on physical and emotional health as well as behavior took place at Clarke Middle School on May 17. Sponsored by the Health Protection Advisory Council (HPAC) of Lexington Public Schools, "Coping with stress in the '90's" featured Dr. Ann Webster, a health psychologist and instructor in medicine, and was open to Lexington's students, teachers, and parents.

Concert Band and Wind Ensemble Take Gold

• In a competition that featured 80 bands and orchestras from throughout the state, the LHS Concert Band and Wind Ensemble, under the direction of Jeffrey Leonard won gold medals for their performances. The groups played at the annual Massachusetts Instrumental Conductor's State Concert Festival in early April.

—Compiled by Ivan Chan

Tobacco Free Day Observed at LHS

by Margot Minardi

On Wednesday, May 4, the Lexington Public Schools held the system's first Tobacco Free Day. One of the major goals of the event was to "involve everyone" in both the school and town community in smoking cessation and prevention, according to Health Education Coordinator Jennifer Wolfrum. Tobacco Free Day was created by the Lexington Health Advisory Council (HPAC) and is funded by state tobacco tax dollars through a Massachusetts Comprehensive Health and Human Service grant.

"We're learning as we go," Wolfrum commented, adding that because Lexington had never before attempted a Tobacco Free Day, the program's "success rate" was difficult to determine. The day's events were targeted primarily at elementary school students because most health educators agree that prevention at an early age is the best way to combat tobacco addiction. Each elementary school received science exhibits about the dangers of smoking as well as educational materials from the American Cancer Society. Young students also created posters about what it means to be "tobacco free." The posters are now on display at Cary Library and local businesses for the public to see.

At the middle and high schools, students handed out stickers and green ribbons, symbols of being "free from tobacco." Students, teachers and others who usually smoke were encouraged to give up the habit for 24 hours in the spirit of the day. In preparation for the day, freshman life skills classes participated in a smoking prevention program. They discussed societal attitudes toward smoking and viewed videos about people struggling with tobacco addiction.

In an attempt to extend Tobacco Free Day to the entire town, an op-ed piece warning of the dangers of smoking was published in the Minuteman, and Anne Marie Michaels of the Health Department offered smoking cessation workshops for interested persons. Wolfrum hopes to next year convince the selectmen to declare an official townwide Tobacco Free Day.

Smoking is a harsh reality of life. Almost every student at LHS knows someone who either smokes or used to smoke. Each day in Massachusetts, 100 children begin to smoke cigarettes and 29 people die of tobacco-related illnesses. This year in Massachusetts, 25% of adults, 19% of pregnant women and 29% of high school students will smoke cigarettes, and 11,000 residents will die of tobacco-related illnesses. Deaths from smoking far outnumber deaths from AIDS, alcohol/drug abuse, motor vehicle accidents, homicides and suicides combined.

Although the tobacco problem at Lexington High School seems "about average" for area schools according to Wolfrum, nurse Florence Maguire pointed out that the number of high school students, especially girls, who smoke has increased rapidly over the last few years. Both Maguire and Wolfrum offer the same advice to smokers who want to quit: "Keep trying, don't give up." To those who do not smoke, Maguire advises that the "best thing [is] never to start." Wolfrum , who successfully quit smoking years ago, adds that nonsmokers should understand that smoking is a "strong addiction" and that smokers trying to quit need support, not criticism.

Musket and Yearbook Advertisement Issue Put in Perspective

by Erin Carlson

In light of the recent controversy over *Musket* and the LEXNET advertisement, it would be interesting to examine past decisions and current statutes over student press and speech. What does *Musket* have the right to print or not to print? What do you, as a student, have the right to say? The First Amendment, while being one of the most critical parts of the Bill of Rights is arguably one of the most confusing parts as well. Every day new cases are decided that may either reinforce or impair students' rights. Students need to be aware of some of the most important historical cases and present day statutes that apply to our lives. *Musket* thanks Nancy Murray of the Civil Liberties Union of Massachusetts for her help with this article. Moreover, cited in this article is Dr. Gerald Leinwand's book, *Freedom of Speech* , published in New York: Oxford, 1990. pp 105-111.

Hazlewood School District v. Kuhlmeier

What happened? Cathy Kuhlmeier was the student editor of the school newspaper at Hazlewood East High School in Missouri. The newspaper, *The Spectrum*, was a product of the Journalism II class at the school. Without consulting the student editors, the principal of the school declined to print two pages of the newspaper. These

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A cellist from a visiting French student orchestra performs Bizet's *Carmen* for LHS students.

Photo by Andrew Sung

French singer and songwriter Gilbert Laffaille shares his talent with Lexington High's many foreign language students on April 29.

Photo by Brad DeCecco

"L'Air du Temps" Performs at LHS

by Margot Minardi

What do chameleons, hair curlers, and surrealist paintings by Rene Magritte all have in common? Not much at all, but that doesn't seem to bother French singer and songwriter Gilbert Laffaille, who used all three as subjects for his songs. On Friday, April 29, Laffaille and three instrumentalists performed in the LHS auditorium their first American concert for students and teachers from nine regional schools. The Paris-based band came to Boston as part of "L'Air du Temps," a 15-day festival of French language music.

This is the second year that Lexington has participated in the "L'Air du Temps" festival; last year, singer Romain Didier performed on the high school stage. Foreign language teacher Sally Nelson, who coordinated Laffaille's concert, explained that she believes such events help "show [students] that the French language lives." She explained that Laffaille is popular across Europe and has recently received a Grand Prix "in honorem," the French equivalent of a career Grammy.

Nelson added that she invited Laffaille to Lexington because his clear French lyrics and explanations provided an opportunity for students to test their language skills. "I was surprised at how much I could understand," noted sophomore Katie Gross. Although Laffaille translated some of his commentary, he claimed that it would have been impossible to do the entire program in English, "The more I speak," he said, "the more I search for my words." Laffaille's comment was appreciated by the hundreds of foreign language students in the auditorium.

Laffaille is widely recognized for the social and political messages in his songs. He has written about the industrialized world's threat to ecology, war's impact on children, and urbanization's effect on small villages. One of his songs concerns the hypocrisy of former French President Valery Giscard D'Estaing who advocated environmental protection policies but hunted elephants in Kenya on his vacations. The French government pressured radio and television stations not to broadcast "Le President and L'elephant," but the attempted censorship served only to make Gilbert Laffaille a star.

Laffaille "seemed to want a healthy world for kids to grow up in," sophomore Ans De Brouckere remarked, mentioning a song dedicated to Laffaille's young daughter. Several of his songs reflected an interest in "a world without walls," another student observed. One such song, "L'etrangere," ("The Stranger") was about the barriers people in a small village erect between themselves and a girl they do not know and do not want to know. "De L'autre Cote du Mur" ("From the Other Side of the Wall") addresses the walls put up by poor countries that separate affluent vacationers from the impoverished masses.

Despite the serious nature of songs such as "De L'autre Cote," Laffaille showed the audience that he also had a lively sense of humor. "Le Zapping Blues" mourned the excessive amount of time the French spend playing their "national sport": changing television channels with a remote control. It would take "too long to explain the deep, psychoanalytic" aspects of "Les Bigoudis par Douze" ("Hair Curlers by Twelve"), so Laffaille advised the audience to "just take it as a song that shows that the French language can also swing a little bit."

At one point in the concert, Laffaille discovered that his guitar was out of tune. For a few minutes, he looked worried as he struggled to continue the song, but fortunately, the guitar recovered. Gilbert Laffaille then quickly proved to the audience that he was, as he was called by the French newspaper Sud-Ouest , truly "one of the best songmakers that France has known these last fifteen years."

Attention Students!

Lexington students 14 years of age and older can earn money as tour guides on Lexington Common.

Training programs will be offered, and hours are flexible.

For information, please contact:
S. Lawrence Whipple @ 862-0626
or at the Visitors Center
1875 Massachusetts Avenue

System of Running Mates for School Offices Misguided and Problematic

Amidst the clutter of election posters and their attempts at creative, humorous slogans were a few posters that evoked expressions of general confusion. These conspicuous posters, the ones advertising double alliances, found themselves in every conceivable space throughout the school. Although most posters received brief glances, these particular ones captured attention long enough to be dignified with the recurring question, "Why are two people running together?"

There seems to be no good reason why people chose to run together for an office. Perhaps they were fearful that one person would not be able to adequately handle the responsibilities demanded of a class officer. Yet, that is precisely the reason why a vice-president is elected—in anticipation of such problems. Therefore, why elect two presidents, why not three? What is the justifiable limit to how many people can run for an office?

Historically, positions of great power and responsibility are handled by one leader. For example, if we look to the hierarchy of officers in the national and state governments, we see that only one main leader is elected, the President and the Governor.

There is a fundamental reason underlying the election of one president or governor. One major reason is that a government by committee, which would happen if class offices were to be held by more than one officer, would be indecisive. A president or leader usually has a clear and defined position on many issues toward which he/she guides the other members. This is done mostly through personal persuasion and compromise.

An effective leader must be a good listener as well, however. Other officers can provide him/her their input on matters of at hand, but it is the President or leader who ultimately makes the final decision.

If two people equally held such a position, each individual would probably have a different agenda with equally compelling arguments as to why his/hers would be best. In order to arrive at a decision, a compromise between them would be in order.

The problem is that there could be circumstances in which both officers would be averse to a compromise or compromise unwillingly, which would lead to communication and trust dilemmas within the organization.

Off hand, what happens when circumstances demand an immediate decision? Who would make the decision—would the leaders take turns?

Moreover, there may be disparities between the amount of power and influence held by each of the two officers. These scenarios would impede clear decision-making and would result in stalemates or log jams. Such quandaries are why companies have only one chief executive officer, who assumes full authority towards implementing the policies of a business.

The fact that some offices, especially those of next year's sophomore class, will be held by two people expresses questionable leadership on the part of those elected by way of this misguided method. It demonstrates that they are unsure of their individual leadership qualities and that they would feel more secure in making joint decisions.

One wonders how capable these people will be in governing their class if they cannot even rely on themselves. Since the recent election, the Senate passed a bill mandating that the class offices; i.e., president, vice-president, secretary and treasurer, cannot be held by more than one person. Thus, it appears that this may be the only time that such an election was held at our high school.

—Rupa Mukherjee

Letter to the Editor

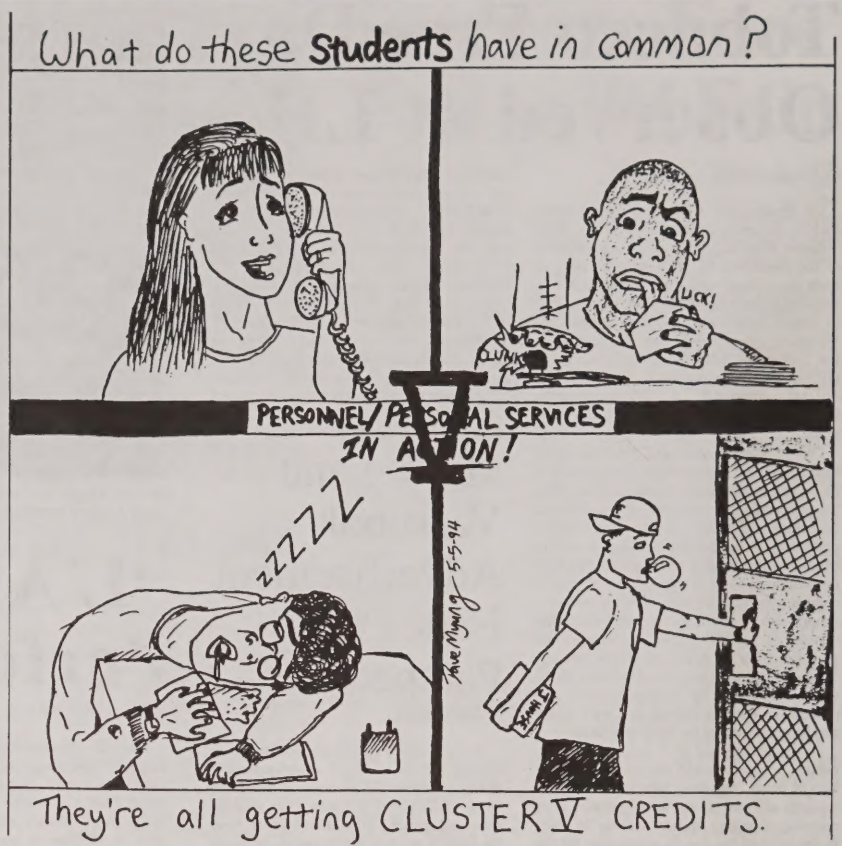
To the Editor:

As an LHS graduate who worked on the school newspaper and went on to become a professional journalist, I'm appalled by a local citizen's threat of a lawsuit to force the *Musket* to carry an ad with his opinions on abstinence and safe sex.

Stand to your guns and stick by them; the law's on your side, and the plaintiff will only succeed in rubbing his own nose, and the noses of his out-of-state sugar-daddies, in the mud. This is what being a "real" newspaperman is about—not just the liberty to print the truth, but the editorial discretion to keep opinions on the op-ed page and to refuse any ad that's not in the public interest.

Freedom of belief is meaningless without freedom from the other guy's beliefs as well. You've correctly seen this ad for what it is: the camel's nose under the tent flap. Don't give an inch! Better the *Musket* should shut-down for good with its honor intact before it is obliged to publish thinly-disguised sectarian claptrap.

Nick Humez
Class of 1965
Music Critic, Portland *Press Herald* and
Maine Sunday Telegram



Senators Need to Earn the Trust of Constituents

When a student runs for a class office, he needs to be not only capable of doing his job but also willing to do it. He is elected with the responsibility of changing LHS for the better and of listening to the ideas voiced by his class. This is what a representative is supposed to do.

The Student/Faculty Senate is the only student run organization that has any true power. It is moderately well diversified, is full of smart people, and judging from the attendance records, usually is not lacking in numbers. However, the Senate has a problem that can't be clearly seen on the surface. It is not a problem pertaining to what is accomplished, but rather of what has the potential of being accomplished but is not.

> Those who voted did their job; those elected to office must do their job in retaining the will to better their school.

1994 has not seen an astounding number of bills produced in the LHS Senate. There has been no heated debate over anything as big as, for example, the condom bill. Their has been no glamour and sparkle to what the Senate has done this year, and this has caused many people to have a decreased desire for doing their job. People must realize that not every bill is going to attract excitement. There is a "low side" to producing legislation, but it must be dealt with—attendance and unity intact.

The most visible problem to the Senate's productivity walks into the library media center midway through every meeting: People who are half a meeting late who have been at their locker or in their room, or who have been talking to friends or colleagues. They are the ones who slow everything down. They are the ones who need to be told what is happening in the meeting, thus slowing everything down even further. Once the Senate is set in motion, its like a runaway train. If it stops, it's hard to start up again. Everybody needs to come on time and board the train together.

A problem that cannot be seen or heard lurks in the minds of daydreamers thinking about their big game after school or their newest love interest. On the math test, a lack of attention hurts you. By not paying attention in Senate, you hurt every person in the room as well as your constituents, who put their trust in you for being conscientious and for making the right and informed decisions. In order for Senate to achieve its potential, people that are quiet need to find a voice, people that are talkative need to listen, and everybody needs to serve their class and never lose their commitment.

Elected representatives can do so much more than merely go through the motions. A "boring" discussion may be followed by an "exciting" one, so do not lose interest. Representatives are elected because people feel that they are qualified and capable of performing their respective duties to the best of their ability. Those who voted did their job; those elected to office must do their job in retaining the will to better their school.

—Kit Connolly

Musket

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Services Debate Draws on Cluster V Dilemma

What constitutes a high school education? Recently, the LHS Senate formed a committee to examine graduation requirements at Lexington High School because of the specific concern among some Senators that the Personal/Personnel Services course has lost sight of some of its original objectives. Personal/Personnel Services was initially intended to serve as a viable business practicum in which students would observe the responsibilities of a staff member and learn marketable skills.

Evaluating the validity of Personal/Personnel Services as a course proves difficult because of the variety of tasks that fall in the category of Personal/Personnel Services. Students can, for example, work in the SAC, in a building office, in the LABB program, or for an individual teacher to receive Personal/Personnel Services credit. Another anomaly in the Services course is that there is no limit to how many Services credits any student may accrue. While most other courses may only be taken once for credit, LHS students may theoretically receive as many Services credits as their schedules allow.

Due to the variety of possibilities, students have very different experiences with and reactions to Personal/Personnel Services. Some students find their work valuable and interesting, while many more use it as a ticket out of study hall to a place where they can do their homework and answer a few phone calls for credit.

A high percentage of those students who do Personal/Personnel Services do it only to fulfill the Cluster V requirement. Many choose Services in favor of other Cluster V options because it usually requires much less effort than other classes.

The latter scenarios are those which are troubling to many. Should students receive as much credit for answering an office phone four periods a week as for a United States History course? Should there be a distinction between working in the LABB program and working in the SAC? Does Personal/Personnel Services provide students with viable skills? Proponents of Services argue that without students to work in school offices, more staff would be necessary. Therefore, students doing Services are saving the school system money and receiving credit in exchange. Others argue that the offering provides students a chance to see how the school runs.

Has the effectiveness of Personal/Personnel Services degenerated since its inception? Would students do Personal/Personnel Services if Cluster V credit were not required? Is Personal/Personnel Services a valuable learning experience worthy of credit toward a high school diploma? The many faces of Personal/Personnel Services defy a definite answer to these questions. Do LHS graduation requirements demand review? The Services debate suggests that the answer to this question is an emphatic yes.

—Katie Ludwig

X Block Proposals Will Impair Senate Efficacy

First of all, the school constitution explicitly states that the Senate shall set its own meeting time. Since X-block has been set as the Senate's meeting time, the Senate has control of when X-block will be held. Any attempts by the administration to alter X-block as we know it will have to be approved by the Senate first.

X-block is an essential part of student life at LHS. For one thing, it allows Senators to meet without unduly affecting their schedules. Considering all that the Senate has accomplished in the years it has been in existence, it is essential that Senators be allowed to attend Senate without concern that attending these meetings will interfere with other school functions.

One of the main arguments for the elimination of X-block is that it will lead to increased delinquency on the part of the student body. Is the administration accusing students of being juvenile delinquents? Apart from this ridiculous assertion, the same argument against X-block can be applied to the argument against open campus. Popular free blocks, such as E-block, always have various juniors and seniors wandering around. Does this freedom lead to greater incidence of hooliganism?

Another concern of the administration is the possible liability to the school if any accidents were to happen on campus during X-block. If it could be established that the school would be liable for damages, then this might be a valid concern. This issue has yet to be clarified.

Likewise, eliminating X-block would also represent a move by the administration to serve solely its own interests. In doing so, the administration would absolve itself from the remote possibility of incurring cost, but would also deny students the freedom they now enjoy as a result of X-block; not only freedom to move around, but also political freedom, by way of the Senate. The Senate is the voice of the students, and any move against it must be seen as a move to stifle the voice of the students, and prevent their views from being aired in a form of any note.

The proposal to have Senate meetings scheduled into Senators' schedules as a class is completely absurd. Under this proposal, students would be able to attend Senate meetings with special passes. Presumably, teachers would not be extended the same courtesy.

There are several obvious flaws with this plan. First and foremost, it would interfere significantly with the academics of LHS. Having students miss class to attend Senate meetings implies that academics are, in some way, secondary. It is unreasonable to expect students to make up work missed for attending meetings that should be open to all.

The situation would be especially difficult for freshmen Senators, since they are elected at the beginning of the school year, when schedules have already been set. For those Senators, serving in the Senate would require a complete reshuffling of their schedules. By losing these voices, the credibility of the Senate would be severely impaired.

After all this argument, one is left with one question: why has the administration waited this long? X-block has been in existence for several years already, and as yet, no significant problems have occurred. Given the previous track record of X-block, the benefits that come from having it, and the immeasurable wrongs that would come from eliminating it, it is clear that we must retain X-block in its current form.

—Shenkiat Lim

Seagulls As Scapegoats

Littering May Force Restrictions During Lunch

Terror is the entire squadron of fifty or more seagulls that has chosen to wean its livelihood from food scraps students mistakenly leave for it. To all the students who choose to eat outside during spring, the seagulls are a noticeable problem. After landing on the ground to eat, the seagulls never find it hard to distract students with their loud, raucous squawking, periodic pandering for food, or leaving kids with the ominous question, "Could I be sitting on a seagull?"

Members of the Senate, including myself, have often considered the seagull problem. Should we close off the open air to students' dining pleasure? Should we place more trash receptacles outside to minimize the amount of trash the seagulls attack? Or, should we add a degree of finality to the situation and strategically place antacid tablets around on the ground?

Last year, the principal closed the outside to eating after the problem got out of hand. Such policies as this, I would rather not see repeated. Yet, although many options have been exhausted, we are again confronting the annual seagull problem.

For all the extreme measures taken on this issue, it may not really be so complicated to assess and thereby, conquer. There is really a simple cause to the seagull epidemic: people are littering too much. That's right, people! Seagulls see the food litter, swoop, attract friends, and stay. The area between E house and C house is a seagull's field of dreams: if you litter, they will come. When they don't get fed, they'll start dive bombing students.

I find it amusing that this is a problem at LHS at all. Seriously, in a town where so many people are supposedly concerned about the environment, it is odd that littering is a problem at the high school. Every day, we are encouraged to save a rain forest for some undiscovered species of ant, save old growth forests for the spotted owl, and stop the dam and save the snail darter. What about Save the School from the Seagulls?

Because of our lack of respect for our school property, we have spurred the great migration of seagulls: the living indicator of littered areas. It isn't exactly hard to find a rubbish receptacle outside. They have been placed in exactly the places people hang out most, eat most, and have the most litter. Still, though, we are so lazy that we'd rather leave our lunch refuse on the grass and pavement than carry it quickly to the nearest trash can.

Are the seagulls the real problem at LHS, or are they an excuse for a problem to cover the fact that we are the problem? Before we blame the seagulls, let's take a closer look at ourselves.

—Dan MacLean

School Elections Require Better Planning and More Common Sense

Once again, that annual celebration of our country's democratic values, the "school election," has come and gone. As I have now experienced the elections four times, I guess I should be accustomed to it. Yet it never ceases to amaze me how apathetically and disrespectfully many people treat the election. In my homeroom, for instance, I saw people filling out only even numbers, filling out their ballots randomly, voting only for the first candidate on the ballot, letting others fill out their ballots, or not voting at all. I do not think that many more than half of the people in my homeroom took the voting process seriously.

Although the indifferent manner in which many students treat the election can not be excused, it can be partially accounted for by the ridiculous way in which the elections themselves are run. Candidates should have the opportunity to inform the electorate of their qualifications; the election itself should be treated as an important event in which voters are given time to evaluate the candidates and make an educated decision in a controlled and dignified atmosphere.

A second change that would improve the election process would be to require students to register to vote....it would simply be a small ritual, as it is in any democratic system, that would distinguish those students who really want to vote.

Unfortunately, our electoral process satisfies neither of these important criteria. Currently, the only formal way a candidate can inform other students of what he/she stands for is by writing a tiny paragraph. This paragraph is then given to students a full two weeks before the election. Most of the few people who read these paragraphs seriously have forgotten their content by the election. In addition, the election itself is treated with a minimal amount of respect. Elections are conducted in homeroom, a chaotic ten minute block to which many people are late, making it effectively about six or seven minutes long.

This measly amount of time is already vastly insufficient for a student to cast an informed vote. Yet this year, some genius in the administration or on the Senate Elections Committee, which runs the elections, came up with a brilliant solution: Let's further diminish the time students have to vote by scheduling the election during the same six minutes that we pass out report cards! That'll work! That'll inspire the students to really think about the election! That'll show how much we respect the electoral process!

The electoral process at LHS hardly inspires students to take the elections seriously. Because of the resulting student indifference, some elections are a joke. This random system of voting causes many of the most qualified candidates to lose, which not only punishes those who deserve to win, but also hurts the bodies on which these candidates seek to serve. The consequences are clear: if we do not elect the most qualified candidates, our representatives will not serve us as well. Although changing the system will not counter all the apathy that students feel for elections, it could make the election process much more respected, and thus more accurate. There are two alternatives worth exploring.

Elections could be held during a special thirty minute block, in which longer, more detailed paragraphs outlining the candidates' qualifications and views could be made available to the voters . Teachers would be required to keep the class quiet and seated to insure that students take the process seriously. This arrangement would be a vast improvement over the current system. It would allow candidates to express their views more extensively and thus more thoughtfully. In addition, students would be able to base their decisions on information they have at hand, not on a tiny paragraph they vaguely remembered reading two weeks before. Moreover, students would have an adequate amount of uninterrupted time to make their decisions.

A second change that would improve the election process would be to require students to register to vote. Registration does not need to be difficult or time-consuming. Instead, it would simply be a small ritual, as it is in any democratic system, that would distinguish those students who really want to vote. In all likelihood, only students who respect the electoral process and care about the outcome would take the time to register. This requirement would not deny anyone the right to vote. It would simply prevent indifferent students from skewing the results with random selections.

Elections have a deep effect not only on the candidates, but also on the whole climate of our school. It's time we changed our system to give the election process the respect it deserves.

—Sam Handlin

Ad Controversy Put in Legal Terms

pages contained articles on teenage pregnancy and on the impact of divorce on children. He claimed that these articles were inappropriate for younger students and objected to the favorable slant given to the subject of teenage pregnancy. The principal also argued that the articles did not "provide sufficient anonymity" to the parent who was getting divorced nor to the three pregnant teenagers.

What was the decision? In a 5-3 decision the United States Supreme Court decided against Cathy Kuhlmeier. Writing the majority opinion, Justice Byron White stated that "school officials may impose reasonable restrictions on the speech of students, teachers and other members of the school community."

What does that mean? Courts throughout the country struggle to interpret Hazlewood. If the decision is interpreted conservatively, it means severe limitations on student rights. Under Hazlewood, administrators have the right to remove from publication any article which they deem "inconsistent with the basic educational mission" of the school. Justice William Brennan wrote the minority opinion arguing that the suppression of student rights under Hazlewood would "strangle the free mind at its source."

Note: Massachusetts and other states have overturned the Hazelwood decision. State law 71:82 (Public secondary schools; right of students to freedom of expression; limitations; definitions) states: Freedom of expression shall include without limitation [provided that the expression does not result in disturbance], the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish and disseminate their views, (c) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the principal or his designee.

No expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students.

Planned Parenthood v. Clark County School District

What Happened? In Clark County, Nevada, Planned Parenthood, a family planning organization submitted an advertisement for publication in the high school's newspaper, yearbook, and athletic programs. When the district rejected the advertisement, Planned Parenthood sought an injunction and filed suit for alleged "deprivation of its first amendment rights."

What was the decision? The United States Court of Appeals ruled in favor of the school district ruling that "the publications at issue were not public forums; the school did not create limited purpose public forum for advertisers of lawful goods and services; the school's justification for refusing to publish family planning advertisement was reasonable."

What does that mean? Planned Parenthood delineates a school publication as a limited public forum. A traditional public forum is a place such as a street, park or stadium that has always been open for public use. These places are usually government run with only restrictions on the time, place and manner of the speech used. For instance, if I were to hold a parade on the green, the government can tell me that I may not hold it on Thursday because that is the day they plant grass seed. Essentially, the decision means that a school paper or yearbook does not have to allow public use because the organizations can limit forum.

Tinker v. Des Moines Independent School District

What happened? This case involved a protest against the Vietnam War. In Des Moines, Mary Beth Tinker, a thirteen year old, wore a black armband to school in protest of the war. Her brother and a friend also wore the armbands. The principal of the school saw the solemn protest as a disruption to the school day. He suspended the students, who in turn brought suit claiming violation of their First Amendment rights.

What was the decision? The United States Supreme Court decided in favor of the students in a 7-2 decision. In the majority opinion, Justice Abe Fortas decided that "young men and women do not lose their fundamental rights simply because they are students."

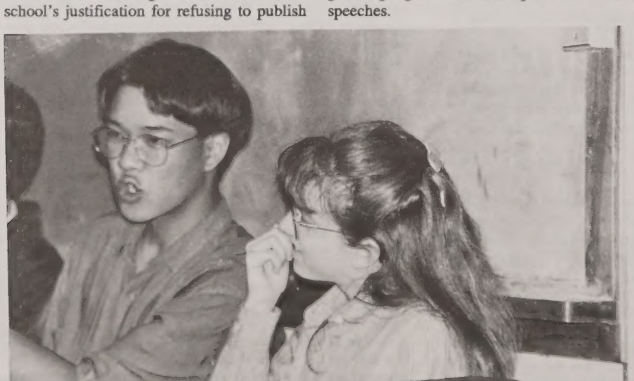
What does that mean? This case provides for the protection of student rights. Historically, the schools had not been considered a place for expression of rights. However, the court decided that public schools "may not be enclaves of totalitarianism," and students do not leave their constitutional rights at the door to the school.

Bethel School District No. 403 v. Fraser

What happened? Matthew Fraser, an honor student and debater at Bethel High School presented a nominating speech for a friend who was running for student body vice-president. Contending that Fraser's speech violated the school's conduct code that prohibits use of "obscene, profane language or gestures," administrators suspended Fraser and did not allow him to speak at commencement.

What was the decision? The Supreme Court decided against Fraser arguing that "the schools were instruments of the state and may determine that the essential lessons of civil, mature conduct cannot be conveyed in a school that tolerates lewd, indecent, or offensive speech...."

What does it mean? The court decided that "vulgar" speech was not protected under the First Amendment and thus Tinker was not applicable in this case. This interpretation of the First Amendment gave the school administration the right to censor obscene or vulgar language from school publications or speeches.



Sophomores Brandon Murakami and Margot Minardi assess various debate strategies with teammates.

Photo by Andrew Sung

Mpeti Ole Surum, a Maasai warrior, shares a tradition of his culture with the crowd in the science lecture hall.

Photo by Joe Yoon

Warrior Shares Maasai Culture

by Kristen Mann

While some Americans can wiggle their ears, Mpeti Ole Surum, a Maasai warrior, can actually make his ears swing back and forth. He showed this feat to a group of astonished Lexington High School students, explaining that when he was fifteen, his ear lobes were pierced, then stretched with pieces of wood to make them longer. In Maasai culture, one becomes more attractive the longer one's lobes are.

The Maasai live in Southern Kenya and Tanzania, in the Great Rift Valley of East Africa. Central to their lives are their cattle; the mainstay of their diet is cow's milk, although meat is eaten on special occasions. According to their beliefs, all cattle on earth once belonged to them. The Maasai still go on raids to reclaim the herds which they believe other tribes stole from them long ago.

Respect and pride for oneself and for one's elders are the two dominant traits of the Maasai. The Maasai say, "If you love, respect, and obey your parents, your future will be blessed." In his opinion, one of the central problems is a lack of trust among Americans. Once, Mpeti noticed an elder American woman struggling with the bags she was carrying. When he went to assist her by taking one of the bags, she screamed, afraid that he was trying to steal from her. This suspicion is absent in Maasai culture, where people are respectful, motivated, and ambitious.

The men, as the leaders and heads of their households, have the dominant role in Maasai culture. Polygamy is allowed and expected. Without husbands or some male relative to give them protection, women are considered to be virtually helpless and worthless. However, few Maasai, men or women, believe that this is unjust.

In addition to teaching diversity, Mpeti Surum gives presentations about the Maasai to spread the beliefs of his culture, which he describes as friendly, warm, respectful, and non-violent. Exposure to tourists and other non-maasai people sparked an interest in Mpeti for the outside world. At nineteen, against the opposition of his father, Mpeti, a full Maasai warrior since the age of fifteen, began attending a government school. He sat in a classroom with five-year olds as he completed kindergarten through eighty grade in just three years.

One may ask why Mpeti is called a Maasai warrior if there is no violence in the culture. The warriors are only for defense against animals and other people, if necessary. The Maasai are very brave, for they do not look back or cry. As Mpeti says, "The Maasai are like bees; if you interfere with them, they will sting you right away," but if you don't interfere, they are peaceful. Their bravery and self-motivation are what has allowed them to resist cultural change for over 2,000 years.

Unfortunately, it is unclear how much longer the Maasai will be able to fend off Western invasion. In the 1970's, Kenya passed a law requiring that all children be sent to government schools. Although only about one in ten Maasai children actually go to school, these children are often lost to their parents as they search out different lives in Nairobi or elsewhere. The Kenyan government is also encroaching upon the Maasai's traditional land. Without sufficient land to raise their cows, the Maasai culture will quickly fade because it is so dependent upon cattle for its survival.

Students Visit France Before Revamping of Exchange

by Susan Park

From April 19 to May 6, eight Lexington High School students visited France via the French exchange. Originally scheduled for February of this year, LHS's visit to France was the second half of the exchange, as last October, students from Antony, France, Lexington's sister city, came to Lexington.

Student participants in this year's French exchange included sophomores Emily Blumsack, Taryn Elacqua, Carolyn Glabe and Katrina Zorka, juniors Lisa Baker, Annie Tucker and Yun Yung, and senior Lora Schwartz. Accompanying them was French teacher Mary Park Oussayef.

The French exchange began in southern France with a visit to the Avignon area. On Sunday, April 24, the participants travelled north to Antony where they stayed for the remainder of the exchange. Each student stayed with a host family and attended school with the host students at Lycée Descartes.

Excursions to other places were also part of the itinerary. The students visited the gothic cathedral of Chartres. In addition, a trip to Versailles took the students to some of the chateaux of the Loire Valley. While in Paris, the group visited the Louvre, one of the largest art museums in the world and also the keeper of da Vinci's "Mona Lisa"; the Champs-Elysés, the famous road that connects the Arc de Triomphe to the Obilisque, among other sights.

The French exchange was generally considered to be a really "cool" experience. Many participants commented on the group building experience of the exchange, "We felt really comfortable going over there; it was a small group," remarked Schwartz, "We were really close."

As well, participants feel indebted to their host families and described them as "accommodating" and "went out of their way." However, if there was anything that dampened the spirits of the participants, it was knowing that future French exchanges would only be two weeks long instead of three to reduce costs and time out of school. Moreover, future exchanges would go directly to Antony instead of visiting major historical and tourist attractions.

The baseball team can still reach the tourney if they are able to put behind their tough losses, including the 11-8 defeat to Woburn.

Photo by Brad DeCecco

Baseball Gives Way to Opponents Despite Its Pitching and Depth

by Paul Abbott

Despite a disappointing 4-7 record at press time, the LHS baseball team has played quite well throughout the first half of their season. A tough 11-8 loss to Woburn on Monday, May 9 was indicative of the misfortunes from which the team has been suffering.

Senior pitcher John Wells was throwing well in the Woburn game until walks and errors began to plague him. But a monstrous blast by Wells, coupled with strong relief work by junior Alex Zimmerman allowed the Minutemen to get back into the game.

Prior to the Woburn game, Lexington scored two decisive victories over Burlington and Melrose. Junior hurler Brek Kohler dazzled Melrose batters on the way to a 4-0 victory.

The Burlington game was perhaps the most astounding offensive production Lexington High bats have ever produced. Led by a four for four performance by sophomore Adam Fisher, the Lexington team drubbed an atrociously fielding Burlington team 20-11.

Although the team has had its ups and downs this year, its definite low point was a 13-0 blowout at the hands of Reading. The game was held in Cooperstown, New York, at the Baseball Hall of Fame. Lexington was forced to use four pitchers. They should have a tough time when they meet Reading again at the Middlesex League rival's home field.

> The team can still make the state tournament if they catch fire during the last nine games... Now, with the pressure off, they can win ballgames and prove that LHS baseball is alive and well, and here to stay for many years to come.

Lexington's fielding has been its main weakness so far. However, the fielding should improve dramatically in the second half of the season when several players playing in new positions get accustomed to their responsibilities.

Lexington has two great strengths: pitching and depth. The pitching staff, led by Wells and Kohler, along with Zimmerman, junior Jamie McDonald and junior Chris O'Connell, is both strong and young, as Wells is the only senior. McDonald has been a consistent third-starter, and Zimmerman has always been ready in relief.

Lexington's lineup is based around its seniors, but several underclassmen have stepped up as well. Because of injuries to seniors Kazu Tokuoka and Matt Scully, senior Adam Maloof, junior Scott Perry and Fisher have seen plenty of playing time at catcher, second base, and right field, respectively. Team sacrifice bunt leaders Maloof and senior first baseman Paul Blume, along with center fielder Andrew Thompson and Wells have proved senior leadership to the many steadily improving underclassmen.

Although Lexington's start has been slow, the team can still make the state tournament if they catch fire during the last nine games. The team was put under pressure when they were ranked 19th in the state in the pre-season. Now, with the pressure off, they can win ballgames and prove that LHS baseball is alive and well, and here to stay for many years to come.

Girls' Track Battling Off Sluggish Start

by J.R. Rudman

The girls' track team got off to a slow start this year but began the month of May with a double digit win over Watertown and brought their overall record to a perfectly respectable 2-3. The squad has been unable to get on a roll and lost its sixth meet against a talented Stoneham team on May 10. Although the girls' team may be under .500, they are a team that should definitely not be overlooked by the competition, nor by LHS sports fans.

Sophomore Shani Graham, the anchor of the 4 x 100 relay team, explains what she thinks is the key to the success of this year's squad, "We need to be much more cohesive as a team. If we are able to accomplish that, we will definitely improve on our record for this year."

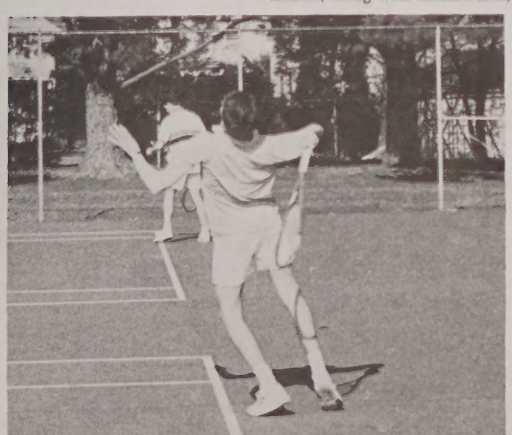
In order to reach the goal that Graham was talking about, the Minutemaids must rely on excellent all around competition by a host of solid athletes. Senior Cara Attanucci paces the squad in the 800, mile, and 2-mile, winning her events regularly. The distance crew is young and strong, led by sophomores Amy Porter, Lili Anderson and Chi-Ann Wang. In the 800 and 400, juniors Gayle Holt, Katherine Westfall and Julie Howell are consistent point-producers.

Sophomore hurdlers Kim Barnes and Morgane Landel have proved difficult to beat. Graham brings a fresh burst of energy in the 100 dash and competes in the long jump as well as anchoring the sprint relay team. Senior veteran Hannah Neumeier has been providing leadership and solid results in the throwing events. Sophomores Flavia Gnecco and Lori Valenti have also been tough in the javelin and discus. As far as the jumpers go, familiar names like Attanucci, Westfall, Porter and Holt have placed in the triple jump, while the long jumpers are led by Graham and senior Carmen Riera, who has also shown improvement with the javelin. Lisa Schwartz and Vera Veldkamp, a junior and sophomore, respectively, have performed well in the high jump.

With the victories over Belmont and Watertown, the team jumped into the thick of an extremely wide open Middlesex league championship race. The title may be out of reach, but they can still inflict trouble for opponents with lofty goals. This year's squad has the potential to surprise many people this year, and if you see someone streak past you as you head to your next class, don't worry, it's just one of the tracksters warming up for another exciting competition.

The Minutemaids have, as in past years, relied on "excellence all around" to compete.

Photo from Musket file



Both the boys' and girls' tennis squads have carried through on hopes of a quality season so far. The girls believe that they can place in the top five for the playoffs.

Photo by Brad DeCecco

Maids Aim for Playoffs

by Dafna Hochman

With one more game remaining in the regular season, the Lexington girls' varsity tennis team has bet with much success in the challenging Middlesex League. Boasting a 5-5 record, the Maids are quite confident that they will place as one of the top five teams in the playoffs that will begin May 10.

The Winchester match, their only truly devastating loss, resulted in a 0-5 score. However, the other losses to Wakefield, Reading, and Stoneham were all close 2-3 matches.

Senior captain Liz Dubin is confident that Lexington will have the opportunity to beat these rivals in the playoffs, "Wait until we face [Reading and Stoneham] on our home turf," she says optimistically, "Our team will really be able to pull through."

At first singles, Dubin has faced the toughest the Middlesex League has to offer. Many of her opponents are ranked in the state and are playing way above the high school level. Despite Dubin's losses, she is an enthusiastic team player and a great asset to the team's morale as a whole. Freshman Arina Zhorabian at second singles has been very successful, winning her Reading and Wakefield matches 6-1, 6-2. At third singles, Tessa Randall has also met fierce competition, but continues to make a valiant effort.

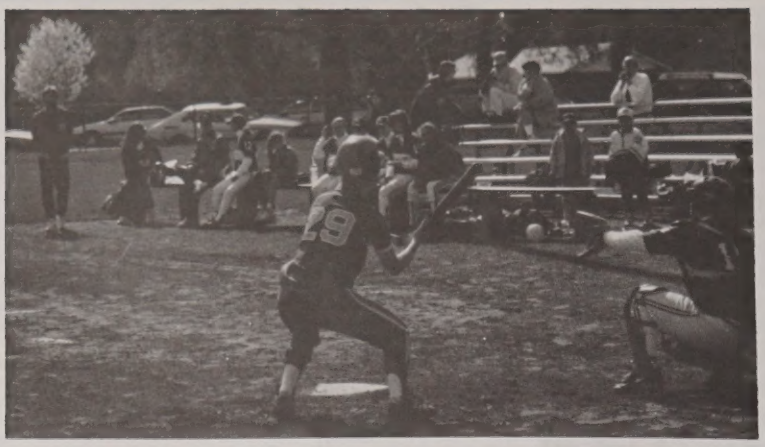
Actually, the doubles teams have been the main strengths of this squad. Co-Captain Katie Fleiss and partner Lily Talakoub have ignited much of the excitement this season, playing numerous close matches and tie-breakers.

Second doubles Becki Danchik and Rebecca Sweder have also been successful, winning many of their matches, including the one against Stoneham.

On the JV level, the LHS girls are in a league of their own. With an 8-0 record, they have plowed through the Middlesex League. A smooth and consistent player, junior varsity single player Taryn Balducci has destroyed all of her opponents. First doubles Karin Lee and Beth Lager continue to complement and work well together. Freshman Alisa Roeder and sophomore Kim Lin, although they met with some difficulty in the Wakefield and Winchester games, impress all who attend with their crafty lob techniques and strong net game.

Sophomore partners Dalia Hochman and Dafna Hochman remain undefeated, and Monica Koo and Brooke Kotzen continue to smash their opponents, most memorably versus Winchester.

All in all, the girls have a record of which they should be proud. "The Middlesex League has grown increasingly difficult since I was a freshman," remarks Dubin, "We are a really great team with a lot of spirit and a record that doesn't show how much fun we've had." Coach Ruth Kirchbaum adds, "Not only do we play well, but we also, by far, are the most courteous and polite team out there."



Crowd pleasing come-from-behind wins have been customary for the softball team, which boasts several blowout wins.

Photo by Brad DeCecco

Softball Off to 8-1 Record

by Stefanie Berman

Whether it is the "lucky blue" gum, or the support of the fans, the LHS softball team is off to an exciting 8-1 start in what all hope to be another successful season.

Of these games early in the season, Coach Karen Boudreau's team has pulled out come-from-behind victories five times. Most impressive was the victory over Stoneham. "It was an upset, our best game of the season," commented Couch Boudreau. Stoneham was tied for first place in the Middlesex League before its defeat.

Lexington took control of the game in the sixth, and finished off Stoneham with a two-run homer by senior Kim Driscoll. These added points put the Minutemaids on top for an 8-5 win. To date, Driscoll is the number two hitter in the Middlesex League with a .529 batting average.

The come-from-behind finishes not only serve as crowd pleasers, but also demonstrate the mental toughness of the team. "Our mentality is really good right now," commented junior tri-captain Julie Bonner.

Character combined with excellent skills has kept Lexington in contention in the tough Middlesex League. Remember—this team had to fill in for starting seniors who graduated last year. "We lost three all-star players," said tri-Captain Driscoll, "and we're still in second place in the league."

On the mound, Julie Bonner (2-0) and freshman sister Lindsay Bonner (5-1) are in control and racking up the K's. Their pitches are being handled behind the plate by freshman Jackie Yerardi, who continues to nail runners attempting to steal. Yerardi has stepped right in, filling the gap left by the graduation of star Michelle Conceison.

The infield, anchored by juniors Chris Oberto, Darlene Meehan, Ying Yu and Courtney Walton, and the outfield with seniors Katie Ludwig, Suzanne Bines and Driscoll, provide a solid defense behind their pitchers.

The great versatility of the players has also served the team well. Injuries have plagued the team this season. Scheduled to start at first base, senior Angela Hadwin is out with a broken thumb. Minor injuries to other starters have kept Boudreau shuffling her lineup. Nevertheless, the Maids' defense has been strong, consistently making the outs.

On the offensive side of the game, contributions have come from many people. "The batting is really coming around...it's better than I'd expected," said Bonner, the "elder." Why the bats seem to hear up in the late innings is a mystery to all.

The one loss the LHS softball team has suffered was to a strong Reading team, currently undefeated and in first place in the league. However, the game was closer than in previous years' matchups, and Reading came out winners by only a 2-0 margin. When the Maids face them again on May 18, they are confident that they will be prepared for the challenge and to come out on top.

It would seem that winning is contagious, as the JV team has cruised to a 6-1 record.

Boys' Track Breaks Through Last Year's Dismal 2-7 Slump

by Phillip Oliff

At this time last year, members of the LHS boys' track team found themselves in the midst of a bleak and unproductive season. Meet after meet ended in disappointing losses, resulting in a cloud of negativity to form around an athletic squad with a tradition of pride and success.

The athletes allowed themselves to slip into the mindset that the team could not be truly competitive because of their inexperience and overall lack of depth. The 1993 squad ended its season with a 2-7 record, one of the worst in LHS track history.

This year the cloud of discouragement and frustration has lifted. It has been replaced by rays of encouragement and anticipation. Pride has been restored among the athletes, and the team burst out of the gates this season.

The runners, jumpers, and throwers cruised to five consecutive victories before finally being defeated by an exceedingly tough Stoneham team with tremendous depth.

There are several factors in the success of the team thus far. Perhaps the most important of these is attitude. The team this year has confidence.

They honestly believe that on any given day they can go into a meet and compete with any team in the league.

Much of this confidence stems from impressive wins against Wakefield and Woburn. Both of these teams are league powerhouses, and in both battles the decisive points came from Lexington victories in the final relay.

Success and progress have come from different events, and many athletes have demonstrated leadership by way of their efforts. In the distance events, seniors Joel Friedlander and co-captain Lowell Ladd have led the way, defeating the vast majority of their competition.

Sophomore hurdler Jon Shank has been extremely competitive fending off many of the league's best.

In the 100 and the 200 as well as the long jump and triple jump, senior co-captain Johann Jack has been a dominant force, while seniors Allister Charles and Joe Matthews have been very strong. In the 400 sophomore Andrew Richards has proven to be one of the top runners in the league, running with great amounts of strength and competitive spirit.

In the discus sophomore Dave Lee has been practically unbeatable, showing great consistency and ability in his throwing. Junior Nathan Jauvtis and senior Graham Taylor form a remarkably powerful 1-2 punch in the pole vault.

In the high jump Mark Reynolds has added a new dimension; he has performed solidly in an event in which Lexington did not even compete for much of last year.

The list of athletes above is only a tiny percentage of the individuals who deserve credit on this season's outdoor tack team. There are many, many others who have worked just as hard and have contributed just as much to the turnaround.

Those athletes who have not been listed form much of the core of the team and their work has resulted in points that have produced wins.

After six meets the outlook is promising for the team. This achievement is all the more impressive when one considers that for all but two meets, co-captain, team leader, and dominant runner Greg Landel has been sidelined with an injury.

There is a new attitude that has sprung forth from this track team, one that is the result of giving everything and demanding success.

The boys' track team hopes that it can employ all of its talent to produce victories.

Photo by Brad DeCecco

Overcoming tough opponents like Burlington and Billerica has catapulted the boys' lacrosse team to a 7-1 record at press time.

Photo by Brad DeCecco

LAX Posting Big Wins

by Subash Mani and Andy Paone

The Lexington High boys' lacrosse team is off to a great start this season, with their most recent victories over Burlington and Billerica.

On Tuesday, May 3, the Minutemen (7-1) posted an impressive 13-2 victory over the Burlington Red Devils.

Senior Jani Groblewski took all of 35 seconds to give the Minutemen a 1-0 lead. However, Burlington kept it close for the majority of the first period, after which Lexington led 2-0 on senior Alex Kurtz' goal with 7:41 remaining.

Lexington, ranked fourth in the *Boston Globe*' s Eastern Massachusetts polls, broke the game open at the end of the first period, when senior Rory O'Connor whipped one by the Burlington goalie with 1:36 left on the clock.

By half-time, Lexington held a comfortable 5-1 lead, thanks to goals by seniors T.R. Ludwig and Mike Prensky.

Burlington's only goal was scored by Bob Segool in the first, as he slipped one past goalie Jeremy Clough.

Burlington ran into trouble for the first minute of the third quarter, when Ludwig, Kurtz, and senior Sean Fitzpatrick caught the defenders off guard to further cushion the Minutemen lead to 8-1.

After a Red Devil time-out, freshman goalie Jim Corbett seemed to be blessed with new life, as he came up with 11 of his 21 saves in the third period.

In the second half, Lexington's offense was led by junior Paulo Ribeiro, who collected two goals along with one assist, in 14 minutes of play.

Burlington's only other goal came with 4:58 remaining in the third on a goal from sophomore Steve Yavanian.

Overall, the Minutemen played a great game, as was expected against a weaker Burlington (4-5) team.

On Thursday, May 5, the Minutemen took part in an entertaining contest against Billerica, whom they defeated 14-4 at Lincoln field.

Lexington was led by seniors Jesse Greene, who had four goals and an assist, and Kurtz, who added another four goals along with two assists.

Senior Colby Crogan netted an impressive three goals and four assists, while senior Simon Edwards scored two goals and an assist.

Along with these players, the whole team contributed greatly to a fine win for the Lexington Minutemen.